# Syllabus

**University of Florida**  
**College of Public Health & Health Professions**  
**HSC 4652L – Ethical and Legal Issues in Public Health and Health Professions**  
**(3 Credits)**  
**Sections: 14129/29419**  
Semester: Spring 2021  
Delivery Format: On-Campus/Canvas/

<table>
<thead>
<tr>
<th>Instructor Name:</th>
<th>Jamie L. Pomeranz, PhD.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Day and Time:</td>
<td>Wednesdays Period 6 (12:50 – 1:40 pm)</td>
</tr>
<tr>
<td>Room Number:</td>
<td>HPNP 1102</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>352-273-6566</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:pomeranz@ufl.edu">pomeranz@ufl.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By Appointment</td>
</tr>
</tbody>
</table>

**Teaching Assistant:**  
Allison Bates  
allisonbates@ufl.edu

**Preferred Course Communication:**  
Email

## Prerequisites

Students must be enrolled in the Bachelor of Health Science Program

## Course Overview

This course presents an overview of the legal issues facing the health care industry. It provides students with a basic working knowledge of health law and ethics. It is a comprehensive and inclusive review of a wide variety of health care legal issues. Students are provided with a realistic knowledge of health law and its application to the real world.

## Course Objectives and/or Goals

During this class, students will:

1. Describe ethical theories, methods, and principles in public health and health professions
2. Describe various sources of law in the United States and how they healthcare
3. Demonstrate supportive, useful method of providing feedback to other students and self-
4. Integrate, compare, and articulate multiple perspectives of ethical dilemmas from both a proponent view and an oppositional view.
5. Apply ethical decision-making models to address ethical dilemmas
6. Identifying potential ethical dilemmas associated with contemporary issues.

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**Blended Learning**

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today’s health professional.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

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**Required Textbook**

2021 Legal and Ethical Issues For Health Professionals: An Online Course, Fifth Edition
Author: GEORGE D. POZGAR, ISBN: 9781284229141

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**Required Equipment**

Computer, tablet, or smart phone with high speed internet access.
For technical support for this class, please contact the UF Help Desk at:Learning-support@ufl.edu, (352) 392-HELP (option 2), or [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml)
**Synchronous Learning Activities**

*In-person:*

Those of you in the campus section will attend classes in a format similar to traditional classroom learning. You will attend by coming to the physical classroom on UF campus as scheduled. However, you should be prepared to interact with classmates who are attending class online/remotely. Raise your hand to ask questions, or if it a question that can wait, type it into the Zoom chat. From time to time, you may be asked about volunteering to assist with monitoring Zoom Chat, Raised Hands, or other inputs from the remote students.

*Online / Remote:*

Those of you in the online/remote designated section will attend class virtually, in real-time in Zoom. You will by logging into the virtual classroom in Zoom. Microphone, live chat, video conferencing solutions, and collaborative technologies will allow you to be active participants in the learning experience, despite not being physically present in the classroom. Use the Zoom Chat to ask questions. I will typically address questions at one time during specific break points in our learning activities. If your question needs immediate feedback, you can use the Raise Hand feature in Zoom to signal a question that might have less value out of the context of the moment.

**Asynchronous Learning Activities:**

Pre-work and priming assignments will be provided in Canvas for all students to complete prior to the synchronous sessions. During the synchronous sessions we will engage in a combination of lecture and activities. In addition, as a part of the learning activities, you may be asked to interact with your peers using asynchronous technologies such as Discussions, FlipGrid, or other apps and technologies that facilitate reflection, collaboration and student-to-student interactions but that can be dispersed over a period of time. Please be flexible!

**Instructional Methods**

**Mandatory Course Requirements**

**Group Argument Assignments (10 total @ 50 points each)**

Beginning week 4, you will work in groups to complete your assignments. For each weekly assigned scenario, your group will write up two sides of the issue. First, write up one page argument on why you would take one side of the issue. Next, write up a second page narrative describing you would choose the other side of the issue. Work together in your groups to decide what you should include within your arguments. Each page should be written as a narrative. You do not need to provide a reference list but please site anything needed to support your
argument. For example, if there is a legal case that would provide precedent for your argument, then include that specific case. Please use the following criteria when developing your arguments:

Two page limit. 12 Times New Roman. Single space but please separate using paragraphs. No reference list is needed.

**At Home Quizzes (11 quizzes total @30 points each) 330 Points**

All quizzes will be taken within your online textbook. You can take the quiz as many times as you like before the weekly deadline (Friday of each week). Although the quiz is open-book, it is strongly recommended that you review the materials prior to attempting the quiz.

**CHEATING:** PLEASE NOTE THAT ALL QUIZZES SHOULD BE COMPLETED INDIVIDUALLY. COMPLETING QUIZZES WITH ANOTHER STUDENT WILL CONSTITUTE CHEATING, THUS VIOLATING THE STUDENT HONOR CODE. LAST YEAR WE CAUGHT MULTIPLE STUDENTS WHO ATTEMPTED THIS. THERE WILL NOT BE ANY WARNINGS IF THIS OCCURS. STUDENTS WHO ARE CAUGHT CHEATING WILL AUTOMATICALLY BE REFERRED TO THE DEAN OF STUDENTS OFFICE AND WILL RECEIVE A ZERO ON THE QUIZ AND THEIR FINAL GRADE WILL BE LOWERED BY TWO LETTER GRADES. FOR EXAMPLE IF YOU CHEAT, AND RECEIVE A “B” IN THE CLASS, YOUR FINAL GRADE FOR THE COURSE WILL BE A “D.” IN ADDITION, YOU WILL ALSO HAVE AN OFFICIAL VIOLATION ON YOUR STUDENT RECORD. **

**Case Model Presentation 60 Points**

Each group will identify an ethical scenario of their choice. You may search the internet or any other resources to come up with a health related ethical scenario. Your group is then responsible for writing up the Ethical Decision Making Model. You should cover all the components in the model. See attached example. The second part of this assignment is for you as a group to record a presentation of the model. Your presentation should be no longer than 10 minutes and should cover all the components of the model including your final disposition.

**Exams 100 Points**

You will have two exams for this course worth 50% of your total grade. The first exam will take place midway through semester. The second exam will take place on the last day of class. The exam is not open-book – books, notebooks, media/communication devices are not to be in view during the exams.

If you have questions regarding the course content/structure, please contact Dr. Pomeranz and/or our TAs (see consultation hours section above) as early in the semester as possible.

**ACADEMIC REQUIREMENTS AND GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Raw Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Argument Assignments</td>
<td>500 points</td>
<td>25</td>
</tr>
<tr>
<td>2. Weekly Quizzes</td>
<td>330 points</td>
<td>10</td>
</tr>
<tr>
<td>3. Case Model Presentation</td>
<td>60 points</td>
<td>15</td>
</tr>
</tbody>
</table>
Exam 1 and 2 (100 pts each) 100 points 50
TOTAL POINTS 990 points 100

Translating Number of Points to Letter Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>(93-100%)</td>
</tr>
<tr>
<td>A-</td>
<td>(90-92%)</td>
</tr>
<tr>
<td>B+</td>
<td>(87-89%)</td>
</tr>
<tr>
<td>B</td>
<td>(83-86%)</td>
</tr>
<tr>
<td>B-</td>
<td>(80-82%)</td>
</tr>
<tr>
<td>C+</td>
<td>(77-79%)</td>
</tr>
<tr>
<td>C</td>
<td>(70-76%)</td>
</tr>
<tr>
<td>D+</td>
<td>(67-69%)</td>
</tr>
<tr>
<td>D</td>
<td>(63-66%)</td>
</tr>
<tr>
<td>D-</td>
<td>(60-62%)</td>
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</tbody>
</table>

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at: http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates (W/O)</th>
<th>Lecture/Topic(s)</th>
<th>Activity &amp; Readings</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/11/21</td>
<td>Introduction to the Course</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>
| 2    | 01/18/21    | Module 1- Introduction to Ethics (w/o 1/18) | * Chapter 1: Introduction to Ethics p. 1-49.  
* Quiz 1 Available at the conclusion of the class session | Quiz 1 Due Jan 22 @ 11:59pm |
<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Description</th>
<th>Readings/Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>01/25</td>
<td>Module 2 - Contemporary Ethical Dilemmas (w/o 1/25)</td>
<td>• Chapter 2: Contemporary Ethical Dilemmas p. 54-98, Quiz 2 Available at the conclusion of the class session</td>
<td>Quiz 2 Due Jan 29 @ 11:59pm</td>
</tr>
<tr>
<td>3</td>
<td>02/01</td>
<td>Module 3 - Ethical Decision-Making and End of Life Dilemmas (w/o 2/1)</td>
<td>• Chapter 3: End-of-Life Dilemmas, p. 99-138, Ethical Decision-making reading in Canvas, Quiz 3 Available at the conclusion of the class session</td>
<td>Quiz 3 Due Feb 5 @ 11:59pm</td>
</tr>
<tr>
<td>4</td>
<td>02/08</td>
<td>Module 4 - Autonomy and Consent (w/o 2/8)</td>
<td>• Chapter 12: Patient Consent, p. 330-343, Autonomy reading in Canvas, Quiz 4 Available at the conclusion of the class session</td>
<td>Quiz 4 - Due Feb 12 @ 11:59pm, Week 4 Group Assignment - Due Feb 12 @ 11:59pm</td>
</tr>
<tr>
<td>5</td>
<td>02/15</td>
<td>Module 5 - Patient Abuse, Non-Maleficence and Beneficence (w/o 2/15)</td>
<td>• Chapter 13: Patient Abuse, p. 346-359, Non-Maleficence and Beneficence readings in Canvas, Quiz 5 Available at the conclusion of the class session</td>
<td>Quiz 5 Due Feb 19 @ 11:59pm, Week 5 Group Assignment - Due Feb 19 @ 11:59pm</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Module</td>
<td>Assignments</td>
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| 7    | 02/22/21 | Module 6 - Patient Rights and Responsibilities and Justice (w/o 2/22) | • Chapter 14: Patients Rights and Responsibilities  
• Justice Readings in Canvas  
• Quiz 6 Available at the conclusion of the class session  
Quiz 6 - Due Feb 26 @ 11:59pm  
Week 6 Group Assignment - Due Feb 19 @ 11:59pm |
| 8    | 03/1/21  | Exam 1 (w/o 3/1)                            | • Exam 1 - In Class (Honorlock)  
Week 7 Group Assignment - Due Mar 5 @ 11:59pm                                                      |
| 9    | 03/08/21 | Module 7 - Development of a Law, Ethics and Law pt1 (w/o 3/8)  | • Chapter 5: Development of Law, p.139-153  
• Ethics and Law pt 1 additional reading in Canvas  
• Quiz 7 Available at the conclusion of the class session  
Quiz 7 Due Mar 12 @ 11:59pm  
Week 8 Group Assignment - Due Mar 12 @ 11:59pm |
| 10   | 03/15/21 | Module 8 - Introduction to the Law, Ethics and Law Pt 2 (w/o 3/15) | • Chapter 6: Introduction to Law, p.154-187  
• Ethics and Law pt 2 additional reading in Canvas  
• Quiz 8 Available at the conclusion of the class session  
Quiz 8 Due Mar 19 @ 11:59pm  
Week 9 Group Assignment - Due Mar 19 @ 11:59pm |
| 11   | 03/22/21 | Module 9 - Organizational Ethics and the Law (w/o 3/22) | • Chapter 8  
• Quiz 9 Available at the conclusion of the class session  
Quiz 9 Due Mar 26 @ 11:59pm  
Week 10 Group Assignment - Due Mar 26 @ 11:59pm |
Make Up Policy

Consistent with College policy, students are allowed to make up work only if missed as a result of illness, other unanticipated circumstances warranting a medical excuse, or with instructor permission. You must notify the instructor in advance if you will miss a quiz/exam or project deadline. Documentation from a health care provider is required upon your return to class. Project extensions requested for medical reasons must be negotiated at the time of illness.

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Student Expectations
The 5 P’s of Student Responsibility for HyFlex Attendance during the Pandemic:

1. **Patience:** Be patient with the faculty, TAs and peers! This is new. There will be tech challenges.
2. **Preparation:** Be prepared for class! This applies to both the content and having your computer & headset/mic set-up ready to go.
3. **Participation:** Stay focused. The more you focus and participate the more you learn. Ask questions! Whether you are in person or online / remote — ask questions. You are responsible for your own learning. Attending the synchronous sessions as scheduled and participating in the learning activities will facilitate your ability to succeed in this course.
4. **PPE and PHA (Personal Protective Equipment and Public Health Awareness):** Follow UF guidelines and wear your mask if you are on campus in the classroom and in all face-to-face interactions. Stay home if you are ill, have any of the symptoms on the UF screening tool, or think you have been exposed to COVID. (See official policies below.)

**On Campus Face-to-Face:**

If you will have face-to-face instructional sessions to accomplish the student learning objectives of a course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions. You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution. Each course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations. Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Follow your instructor’s guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.


Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work ([https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)).

**Remote and Online Synchronous Sessions:**

Class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or
utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

**Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.
Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of
Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office
will provide documentation of accommodations to you, which you then give to me as the instructor
of the course to receive accommodations. Please make sure you provide this letter to me by the
end of the second week of the course. The College is committed to providing reasonable
accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and
interpersonal issues that may interfere with their academic performance. If you find yourself facing
issues that have the potential to or are already negatively affecting your coursework, you are
encouraged to talk with an instructor and/or seek help through University resources available to
you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such
  as psychological assessment and intervention and assistance for math and test anxiety. Visit
  their web site for more information: http://www.counseling.ufl.edu. On line and in person
  assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed
  or stressed, you can reach out for help through the You Matter We Care website, which is
  staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health
  Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety
  of clinical services. The clinic is located on the second floor of the Dental Tower in the
  Health Science Center. For more information, contact the clinic at 392-0627 or check out
  the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:
  Alachua County Crisis Center
  (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Do not wait until you reach a crisis to come in and talk with us. We have helped many students
through stressful situations impacting their academic performance. You are not alone so do not be
afraid to ask for assistance.